

THE CARE OF THE FEEBLE-MINDED

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INTRODUCTION

In the Government Census reports from 1850 to 1890, the attempt was made to enumerate all of the mentally defective in the population. The results obtained from these census reports, even if complete according to the standards by which they were taken, would not be comparable with present day statistics of feeble-minded, since these earlier groups contained only those individuals whose idiocy or imbecility was apparent.

With increasing study of defective classes, there arose the conviction that there were many who, though not entirely helpless or dependent, were possibly an even greater menace to society than those who were. They were evidently not idiots in the ordinary acceptance of the word, and the term feeble-minded was adopted in the report for 1890 and has been used ever since.

In the Census Report for 1890, there were 15,534 feeble-minded or idiots reported in special institutions, almshouses and hospitals for insane. In 1910, 33,969, or more than twice the 1890 number, were reported. This does not mean that feeble-mindedness is on the increase. It means that Science has discovered the means of differentiating between the high grade type of feeble-minded, who, to the average observer, appears normal, and the normal individual. This means is as yet not perfect, but it is an excellent start to a much needed end.

Dr. H. H. Goddard estimates, from results he has obtained by scientific experiment, that between 2 and 3 per cent of the entire school population or about 400,000 individuals are feeble-minded. ✓

However, after the differentiation has been accomplished, the question arises; what is to be done with the high-grade defective. At present he burdens our public school system, fills our jails, reform schools and penitentiaries, and what is even more detrimental to society, keeps on bringing into the world more children of his own mental type. Sterilization has been offered as a way out of this difficulty, it has even been legislated in some states, especially in cases of moral defectiveness, but it has not been a success and probably could never be a success under present conditions. Marriage laws also are out of the question in handling the situation. Permanent segregation, then, alone remains as the solution for the problem. This is the viewpoint the writer takes in an effort to show that, not the public school or the reformatory, but the Institution for Feeble-minded, is the only safe place for all feeble-minded.

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THE CARE OF THE FEEBLE-MINDED

Amentia, or feeble-mindedness, in the general use of the term, may be broadly defined as comprising all degrees of mental defect due to arrested or imperfect mental development, as a result of which the person so effected is incapable of competing on equal terms with normal persons or of managing himself or his affairs with ordinary prudence.

Since the feeble-minded as thus defined range in mental development from those whose mentality does not exceed that of a child of two years to those whose mentality is as high as that of a child of twelve, it is plain to be seen that in their care the same problem of individualistic training is present as is in the case of normal children. Among the latest and best classifications which add to the facility in the handling of these unfortunates is that of Dr. H. H. Goddard, which divides them into three large classes: Idiot, Imbecile, and Moron. (1)

The term Idiot is applied to all feeble-minded who possess a mentality equal only to that of a child of two years or less. The individual in this class can neither speak nor understand speech. He can rarely stand alone; cries for his food when hungry, and it is only after long and constant association with others, as nurse or mother, that he is even capable of recognizing persons. Always he has a poor physical development and he is often deformed. This group, limited as it may seem to be, has been further subdivided into low, middle and high grade; the first possessing physical desires but not enough mentality to coordinate them with movement, and third, those possessing enough intelligence to enable them to perform such simple actions as feeding themselves when given food.

The Imbecile class comprises all defectives possessed of mentality equal to that of normal children from three to seven years old. Like the lower group, Goddard has divided this also into what is called Industrial divisions; that is, the children are classified according to their capacity for doing things. The lowest class imbecile plays a little, does no actual work, but tries to help; the middle class can perform simple tasks; while the high class can perform tasks of short duration such as washing dishes or doing little errands in the house. This class makes up the great proportion of feeble-minded in our institutions.

The Moron class includes all feeble-minded who possess

a mentality of from eight to ten years. Here again we have the three subdivisions. The low-grade Moron has sufficient mental ability to run errands, do such light work as making beds, scrubbing, mending, and some are strong enough physically to perform such tasks as laying bricks. Middle grade Morons, Goddard classifies industrially, as making good institutional helpers. They can do any kind of routine work if properly supervised. The high grade Moron is capable of doing fairly complicated work with only occasional supervision; he can use machinery, care for animals and do other routine work without the need of supervision, once he has learned his task. Often he is well developed physically and he may show quite a little aptitude in school, owing to his unusual ability in rote memory work. However his lack of willpower and judgment, and his inability to plan, make it impossible for him to compete on equal terms with so-called normal persons. With the Moron is also classed the moral imbecile whose most marked defect is lack of self-control and moral insight.

The Variant belongs to that type of feeble-minded who have more than average ability along a few lines, but who fall away below normal in others. Many so-called "geniuses" belong to this type. They are so remarkably advanced in some mental functions that their defects are overlooked by the ordinary observer. To this class also belongs the "hand-minded" child who learns almost entirely through the tactile and kinesthetic senses; whereas the normal child combines these with auditory and visual.

Border-line cases are those in which an otherwise normal mentality is in danger of being subnormalized from physical or environmental defect.

It is plain to be seen that it is the Moron class which is the most dangerous of the three divisions of feeble-mindedness and the Moron appears of even more significance when the following facts are taken into account. First, that his class is the only one capable of reproduction--feeble-minded with a mentality below eight years are sterile--and since he has mature instincts, with only a child's willpower and judgment, he is bound to reproduce to a much greater extent than the normal person. Second, Morons are about four times as numerous as idiots and imbeciles combined, which fact in itself makes them four times as significant. Third, since physically he is usually normal or near normal and is often possessed of more or

less worldly knowledge he is able to conceal his defects from the average observer.

From the sexual moral viewpoint the female is much more dangerous to society than is the male Moron. Lacking in the judgment which would enable her to foresee results, she is easy prey for the viciousness of both normal and sub-normal men. On the other hand, the male Moron falls victim to all sorts of temptations, so that usually he is early classified as petty criminal. Often he is merely the tool of his more intellectual fellow, since his own mentality is usually not great enough to plan criminal acts. Thus from a social viewpoint both male and female Morons are impossible, if left at large.

From an economic viewpoint their segregation is almost, if not quite, as important as from the social. Feeble-minded folk, by the laws of heredity, can produce only tainted stock. Today our feeble-minded institutions, almshouses, jails, reform schools, penitentiaries and insane asylums are filled with feeble-minded persons who were born of feeble-minded parents. In our public schools we are paying three times as much for the training of defective children as we are for the training of normal children. Had the parents been removed from society before these children were born, the country would not today be paying both morally and economically for the care of them. The cost of removing these parents from the world would have been great, but surely the benefit we would have derived from it could not be measured in mere terms of dollars and cents.

And this does not take into account at all the personal welfare and happiness of the Moron. All but four out of 22 institutions for feeble-minded questioned in a survey made by us in 1916, agreed that for the best personal welfare of the defective himself, as well as for the economic and moral good to society, both present and future, the Moron should be segregated. All of these held that since he was definitely lacking, that that lack could never be supplied by training, and that so long as at large, he constituted the greatest menace to society. Of the four others there was no information from two and the other two believed that, with the right kind of training, these high grade feeble-minded could be made useful, happy citizens out in the world.

Only nine of the states of these 22 institutions provided legally for permanent colonization for Morons, only one of these having the colony plan worked out. In this plan farms are bought up by the state, usually waste land, groups of from 15 to 25 Morons are placed on these farms

with a man and woman for superintendents. This, then, is "home" for these defectives who under supervision work happily and are usually self-supporting. This plan does away with great institutional buildings and gives to these people a more homelike life.

The 1910 Census Report (2) for insane and feeble-minded shows the following distribution of feeble-minded. In special institutions for feeble-minded, 20,731, in almshouses, 13,238. This makes a total of 33,969 feeble-minded in institutions touched by the Government census. From this report it appears that on January 1, 1910, 16 states reported public institutions only, 12 had both public and private institutions, and three had private institutions only. Of the 63 institutions reported at that time, 35 were public institutions and 28 were private. Of the 20,731 persons enumerated on January 1, 1910, 19,499, or 94.1 per cent, were in the public institutions, and only 1,232, or 5.9 per cent in the private institutions only one state, New Jersey, showing a larger number of inmates in private than in public institutions. The average number of inmates was 557 for public, and 44 for private, institutions.

An indication of the situation as to the feeble-minded in a single state is furnished by the report of the Massachusetts state board of insanity, (3) which has charge of institutions for this class. According to the report of this board for 1912, the results of a special census of the feeble-minded showed a total of 5,007 feeble-minded enumerated in the general population. In addition, 245 were reported by overseers of the poor, making 5,252 not in institutions. The number in institutions was 2,587, including 1,915 in two state institutions for feeble-minded and 672 in state hospitals and asylums. According to this census the total number of feeble-minded in the state was, therefore, 7,839. I quote the following statement from the census report. (4)

"The census was not regarded as being complete, but it is of interest to note that of the number of feeble-minded in proportion to population was the same for the entire United States as it was in Massachusetts for this census, the total number of feeble-minded would be over 200,000. Probably this may be regarded as a conservative estimate of the number of feeble-minded in the United States."

A survey made this year by us of 22 public institutions for feeble-minded in the United States shows this distribu-

tion. This survey which consisted of a questionnaire of 20 questions was sent to all public institutions for feeble-minded in the United States, or its possessions. Answers were received from 22 institutions. The territorial possessions of the United States,--Porto Rico and Alaska--as well as a few of our own states, have no such institutions, and a few other states which do have feeble-minded institutions did not answer the questionnaire; but, on the whole, the answers received may be taken as representative of conditions as they now exist.

The questions covered number and distribution of inmates, means and methods of classifying them, types of training, and opinions of institution superintendents as to the Moron and his disposition.

The total number of inmates, male and female, black and white, is 20,332, or, in other words, only one-tenth (using census estimate of total) of the feeble-minded population is being cared for in institutions. Of this number 906 are black males, 701 black females, 9,702 white males, and 9,023 white females.

In five of the 22 institutions the inmates were not distributed as to class at all.

In one the feeble-minded were not classified apart from the insane (this was the only institution of the 22 which received both feeble-minded and insane).

In one not all of the inmates had been examined.

In one Morons and border-line cases were not estimated.

One had 25 unclassified male and 8 unclassified female.

Classified in degree of feeble-mindedness in thirteen of these institutions they are:

	Idiot	Imbecile	Moron	Border-line
Male	1838	4,596	1,545	181
Female	1734	3,390	1,270	150

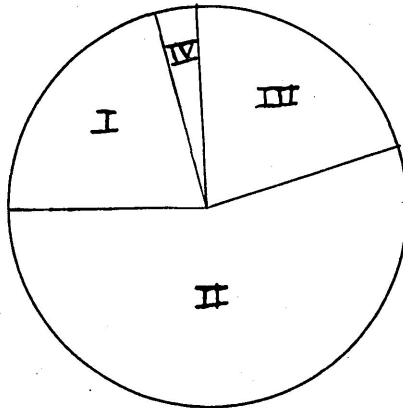
(See Graph No. 1)

It is to be noticed that the great mass of feeble-minded in this table fall in the class known as imbecile as opposed to many less Morons and very few border-line cases. This in no doubt due to the fact that Morons and border-line cases now at large are not distinguishable to the untrained observer from the normal child.

In connection with the classification of their inmates, the superintendents of these institutions were asked to give an estimate of the per cent of their feeble-minded whose defect could be attributed to postnatal causes. Eleven of the 22 hazarded no guess at all. The other eleven ranged from 48.76 per cent down to 10 per cent.

GRAPH I

FROM UNIVERSITY SURVEY
MALE



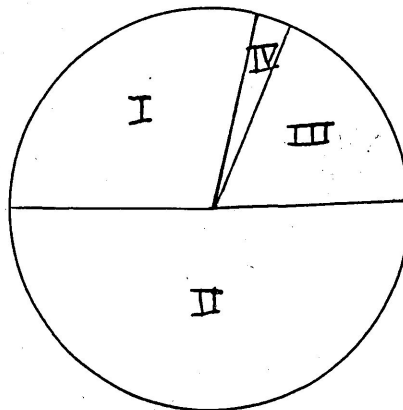
I = 22% IDIOT

II = 56% IMBECILE

III = 19% MORON

IV = 2% BORDER LINE

FEMALE



I = 27% IDIOT

II = 51% IMBECILE

III = 20% MORON

IV = 2% BORDER LINE

This wide range is due to two facts; first, that most of the answers were mere guesses, and second, that in those cases in which the per cent was figured out scientifically no two took the same causes as belonging to prenatal and postnatal. Before worth-while statistics can be gathered on this subject a definite list of pre- and postnatal causes must be decided upon by the scientific world. Along this line Dr. Goddard (5) who is an authority on the subject of feeble-mindedness has made investigations from which he draws the following conclusions as to causes of feeble-mindedness. In two-thirds of the cases, feeble-mindedness is caused by feeble-mindedness, that is to say, feeble-minded parents transmit their mental defect to their offspring. In the one-third where the condition is not hereditary we know only a little as to cause. Meningitis can and does cause feeble-mindedness, but not always. The cause of the type of defect which is present in the Mongolian is unknown beyond the fact that it is apparently something which acts during uterine life, from shock to the mother or peculiar metabolic conditions during that period which result in an incompletely developed child. Tredgold (6) classes the causes of amentia under primary (prenatal) and secondary (post-natal). Primary causes are feeble-mindedness, insanity, epilepsy, alcoholism, tuberculosis. Secondary causes are accident, disease, malnutrition and strain.

Samuel C. Kohs, Psychologist, Chicago House of Correction, has compiled some most interesting tables of distribution of feeble-minded arranged by mental age. The material used in these tables was obtained from the published data of three institutions: Vineland, N. J., Goddard, 435 cases; Lincoln, Ill., Huey, 140 cases; Chicago, Ill., Kohs, 219 cases. (7)

Feeble-minded in Institutions for the Feeble-minded.
(Note that the imbecile class here is the largest).

Idiots	Imbeciles	Morons
125	298	170

Feeble-minded in Penal Institutions.

Idiots	Imbeciles	Morons
0	2	217

Feeble-minded at large. (From a survey of the State of New Hampshire) (8)

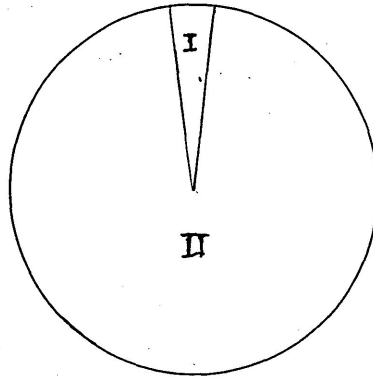
Idiots	Imbeciles	Morons
3	40	502

(See Graph No.2)

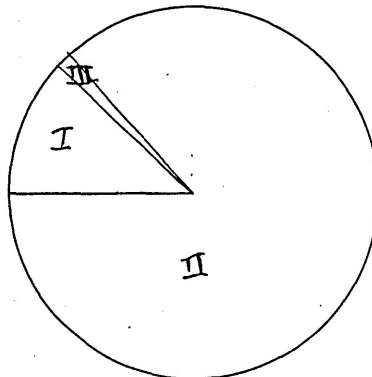
Goddard's estimate of the distribution in per cents of the entire population based on Binet returns, shows the following four groups: Feeble-minded, 3 per cent; backward,

GRAPH II

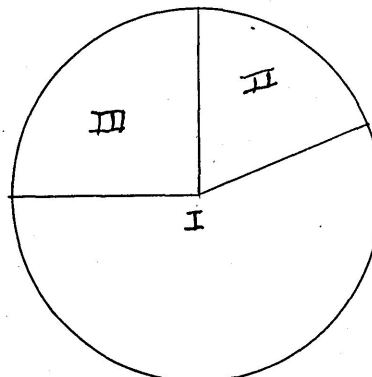
DISTRIBUTION OF FEEBLEMINDED
FROM KOHS STATISTICS



IDIOTS { I=3% AT LARGE
II=97% IN INSTITUTIONS FOR FEEBLEMINDED



IMBECILES { I=12% AT LARGE
II=87% IN INSTITUTIONS FOR FEEBLEMINDED
III=5% IN PENAL INSTITUTIONS



MORONS { I=56% AT LARGE.
II=19% IN INSTITUTIONS FOR FEEBLEMINDED
III=25% IN PENAL INSTITUTIONS

15 per cent, normal, 78 per cent; "gifted", 4 per cent. (9)

Assuming that there are approximately 400,000 feeble-minded in the United States, which Mr. Kohs considers an extremely conservative estimate, he classifies them as follows: (10)

Feeble-minded in Feeble-minded Institutions:

Idiots	Imbeciles	Morons
4,280	58,720	58,960

Feeble-minded in Penal Institutions:

Idiots	Imbeciles	Morons
0	2,200	57,760

Feeble-minded at Large:

Idiots	Imbeciles	Morons
1,320	16,200	200,640

From the Cleveland Survey of 1916 this distribution of school children is estimated. (11) Approximately one-half of one per cent of all school children have been said to be of too low a grade mentally to be fit subjects for public school education. Some of the very low grade children are kept at home, a permanent burden to their parents. About three and one-half per cent more are mentally dull. They are not feeble-minded according to the Cleveland definition which includes only those who will not become self-supporting, although many of their number will not become truly independent members of the community. In Cleveland 2,077 children, approximately three per cent of the school population, have been in the schools three or more years longer than the grade in which they are would indicate. A child three or more years behind his grade is regarded as definitely feeble-minded unless he is retarded for physical or environmental reason.

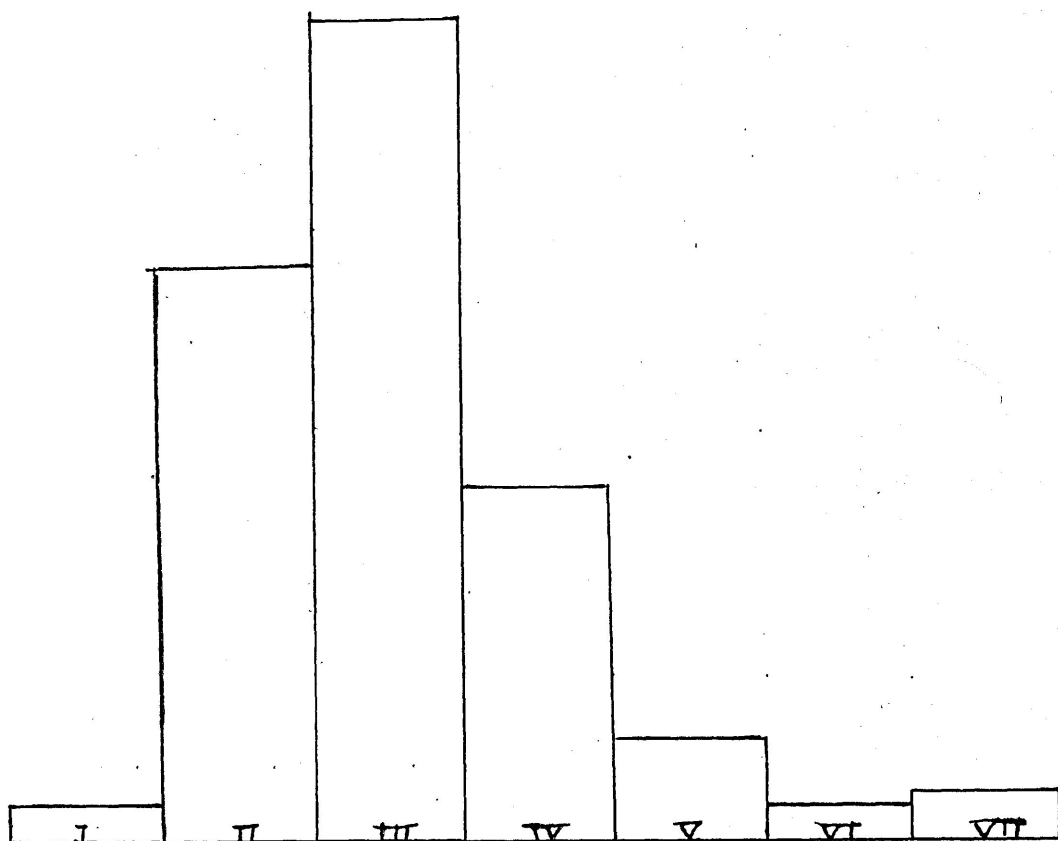
The children in a single ward school of Lawrence, Kansas, are compared as to chronological age and grade as follows: Out of 171 children, 2 are advanced one year; 56, even; 72, one year behind; 28, two years; 8, three years; 2, four years, and 3, five years retarded. This is taking age six as the normal age for first grade. (See Graph No. 3)

In an effort to find out how nearly scientific the distribution and classification in these Feeble-minded Institutions are, questions were asked regarding their psychological departments and tests given. Of the 22 institutions questioned, 14 have no psychological laboratory at all. In 2, the medical department carries out a little work in

GRAPH III

LAWRENCE WARD SCHOOL

COMPARISON OF CHRONOLOGICAL AGE AND GRADE
OF 171 GRADE SCHOOL CHILDREN



I = 2, CHILDREN ONE GRADE IN ADVANCE

II = 56, NORMAL

III = 72, 1 YEAR BEHIND

IV = 28, 2 YEARS BEHIND

V = 8, 3 YEARS BEHIND

VI = 2, 4 YEARS BEHIND

VII = 3, 5 YEARS BEHIND

this line. One has a psychologist, but not an organized department as yet. Five have organized departments, all of which have equipped laboratory, trained psychologist, usually an assistant psychologist, a field worker and a clinical stenographer. Excepting from these five, none of the data produced from these institutions can be called scientific, and the problem of feeble-mindedness must be placed on a strictly scientific basis before it can even begin to be solved.

In answer to the question of what tests other than Binet Simon were used, thirteen answered none.

Of scientific tests given other than Binet Simon, the following answers were given:

Kuhlmann's and Terman's Revision of Binet Simon.

Also about fifty other tests, mostly new.

(These tests not named).

Stanford Revision.

Healey.

Seguin Boards with tests for attention, memory and association (following Franz Handbook).

Verkes Point Scale.

Performance tests (not named specifically).

Dr. Adolph Meyer (after his plan).

Of experience tests other than Binet Simon, the following answers were given:

One used "training in school department and life."

One "clenical and world tests."

One "experience mostly, Binet Simon and Goddard when necessary."

For motivation and conduct tests, I found the field even yet more barren.

Fourteen gave none.

Scientific tests given were:

Meyer-Kieby Outline for examination.

One used suggestibility tests.

One the Kent-Rosanoff Association test with questionnaire as per Whites Outlines of Psychiatry.

Experience tests given were:

Four used general observation only.

One the world test.

One "creates emotional and conduct situations and observes."

In practically all of these answers there is a lack of scientific viewpoint entirely out of keeping with the seriousness of the subject dealt with. Also except in a

very few cases the range of tests given is entirely inadequate for diagnosing cases of feeble-mindedness.

The achievements hoped for by the superintendents of these institutions are very closely in keeping with their conception of the abilities of their defective children. Fifteen had as aim a happy useful life within an institution, to develop to the utmost what faculties the inmates possess, to give them work to do with their hands to keep them busy and happy and most of all to prevent them from further propagating their own kind. Three of the 22 gave no information as to aim, two wished to make these defectives self-supporting and able to earn a livelihood if necessity removed them from institutional life, and only two had as aim to socialize; that is, to train with the definite idea of returning them to life in the world.

Since the aims of most of these institutions are simple and within reason, practically all consider that they are getting results. Work--something not too difficult--to do with his hands, spells pleasure to the defective child, if he is institutionalized before he has learned too many of the physical pleasures of life. Therefore, except for these older ones, the aim of happy useful life can be realized. Many of the institutions are self-supporting--practically all in part--which shows that the aim of usefulness is very definitely realized.

The training given to Morons and border-line cases in all of these institutions is in general alike in that for the most part it is industrial and occupational training with a minimum of literary work. Only one institution has school work to the eighth grade, two others have school through the fifth grade, with practically all of the rest going no farther than kindergarten work with an attempt to teach reading, writing, and numbers. Physical training also is emphasized in most cases.

Of Summer Training courses for teachers and field workers, three have training schools for teachers in the institution, two cooperate with colleges and universities for summer work, and seventeen have no such courses at all.

Although classification as to mental ability of the children in the public schools is of very recent date and is limited usually only to schools in the very largest cities an increasing interest is being taken in it which will no doubt soon spread through the entire school system. As yet there are very few organized psychological labora-

toties in connection with the schools, doctors and untrained teachers being responsible for the classification of the children.

As to the training which the 22 superintendents of the Institutions of Feeble-Minded would recommend to be carried out in the public schools if the latter endeavored to take up the task of caring for the Moron and border-line classes.

Eight suggested industrial work only.

One, to socialize the child--to teach reading by word concept, with very little writing and spelling.

Three thought that special classes with the physical and industrial emphasized would solve the problem.

Five, the fundamental grade work with industrial and physical training.

Two gave no information, and

Four took the decided stand that the public school is no place for these children; that the special class should be used only as a clearing house in which the definitely defective could be separated from the merely backward. That, then, there should be special classes in training only for the backward. One superintendent thought that when classes for defectives are maintained in public schools, all children who are placed in them who are behind their grade for other reasons than real defect, feel the stigma of being placed with the defectives and often are done a great deal of harm from this contact.

This brings us, then, to what the public schools are doing for the great mass of mentally defective and backward children who are not cared for in institutions for the feeble-minded. For this material I have made a survey of reports from the special classes of these cities: Boston, Philadelphia, Detroit, Jersey City, and Cleveland, all of which have well worked out systems for caring for their defective children.

The Boston schools have their abnormals classified in the most definite way of any of these schools. There are three large divisions; namely, Physical, Mental, and Moral. Under the Physical separate classes are maintained for each of the following--deaf, those with defective vision, speech defects, and anemic and tubercular.(12)

Under mental there are these divisions--supernormal, with five rapid advancement classes; the mentally defective but improvable; those markedly over age for grade; and

foreign children.

Also separate classes are maintained for the incorrigible.

There are fifty classes in operation or organization. Out of 750 children selected by medical advisors that year for the ungraded classes, 103 went back to their grades, 18 were so definitely defective as to be sent to institutions, and the remainder were continued in the ungraded class. On the whole these classes were too crowded for the teachers to do much individual work. They really performed the service of being a clearing-house for defectives. Also they relieved the regular teacher of the misfits, so that this hindrance to the progress of the normal children was removed.

In the disciplinary room were gathered the incorrigibles from all the schools in the city. Truancy was the main trouble brought upon the school authorities by these boys. School work was a bore to them, therefore, why go to school. Prevocational work with a minimum of book work was given to arouse the interest of these boys, and results were exceedingly gratifying.

Boston's greatest difficulty, and I think that this is usual so far, is in the obtaining of properly fitted teachers for these special classes. This problem is on the road to being solved now, however, since on January 20, 1916, Dr. Fernald began a training course for teachers by opening a clinic at Waverley with lectures for the training of teachers along these lines. In cooperation with this, courses in manual and household arts were to be given by specialists, followed by one year of practice and observation under the direction of the special class supervisor. The Superintendent of Schools of Boston was at this time recommending that a psychological clinic for scientifically testing defectives be established.

Following is an outline of the work done in the Boston special classes from which many good ideas may be obtained.

1. Sense training emphasized.

- (a) Color discrimination and form for visual.
- (b) Tactility by picking out objects blindfolded.
- (c) Auditory.
- (d) Olfactory.
- (e) Gustatory.

2. Games which are graded as to difficulty and thus give stress to mental development.

3. Formal gymnastics, drills, breathing, etc.

4. Folk dancing.
5. School lunches, teaches table manners to the neglected, and lessons in simplicity to the well to do.
6. Children taught neatness of personal habit.
7. Domestic science (simple) and hygiene.
8. Number work for low grade children, very concrete.
9. Reading all done by objects.
10. Language mainly story telling for pleasure and reproduction, with object lessons which correspond to season.
11. Penmanship, not according to method.
12. Nature study, carried on out of doors as much as possible.
13. School gardens, weaving, painting, modeling, cutting, raffia, brass, leather, cobbling, woodwork, sewing, knitting, crocheting, all of this work graded by classes.
14. Parties given for the children often not only for wholesome entertainment but to develop judgment and co-ordination of the senses, a goal toward which the children work, disciplinary and educational.

The law of New Jersey provides for and requires special classes for mental, auditory and visual defectives. Jersey City maintains one class for incorrigibles, eight for the mentally defective, and one each for defective sight and hearing. This number is probably doubled or even tripled now as the first named number was not nearly large enough to accommodate the children at that time. In this report also the establishment of a psychological clinic with medical department was recommended. (13)

The aim of the Jersey City special classes is to broaden and develop all possible latent abilities in the child through motor training, crayon and water color, basketry, weaving, dressmaking and millinery, cooking and physical training. In academic work he is trained in every line as far as possible and every effort is made not to let him see that he is different from the normal child.

In Philadelphia the first class for defective children was established in 1901. In 1910 there were 40 classes with 750 pupils, and in 1914 the subnormals were divided into these classes: (14)

1. Mentally, Physically, and Environmentally handicapped to be restored to regular classes, 758.
2. Backward, to be retained in special classes, 733.
3. Mentally deficient, placed in special class waiting institutional provision, 389.

An investigation made by the Committee on Backward Children in which Binet-Simon tests were used, disclosed the fact that 16.8 per cent of regular classes were feeble-minded, while 73 per cent of the special classes were defective. The investigation clearly pointed to institutional custody for feeble-minded children, taking the stand that the special class should be only for the backward child and that the truly feeble-minded should be segregated as soon as the defect is definitely established.

The 1915 report from the Detroit schools shows 29 classes for subnormals handling 578 children, 72 per cent of whom are definitely feeble-minded with the probability that many more in the prevocational grade work are also defective.

These defectives practically all go out into life and it is the opinion of the Detroit superintendent that these cases should be followed up rigidly. An investigation made of 100 who had gone out of the special classes shows the following results:

65 per cent of the boys had work with an average wage of \$7.00 a week.

41 per cent of the girls had work with an average wage of \$3.75 a week.

14 of the girls had been under the supervision of the Juvenile Court for sexual immorality, two having illegitimate children.

5 of these feeble-minded girls were married.

13 of the boys had been in trouble for petty larceny.

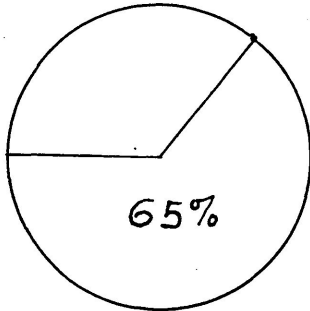
None of the boys were married. (See Graph No. 4)

Detroit has a Psychological clinic with a Psychologist, a Medical Examiner and a Nurse. In 1915, 1039 children had been examined, 29 per cent of whom tested normal or only one year retarded. These were on the whole what are known as hand-minded children, who are socially possible, but need different methods of training from the regular school work.

The superintendent of the Cleveland public school takes a very definite stand on the segregation of all feeble-minded in institutions rather than attempting to train them in the regular schools, both for their own good and for the good of society. He recommends that a school be built especially for them near Cleveland where they can be segregated. In this way they can be happy and useful and can be close to home and parents instead of being sent far off to an institution. Another reason for which they should not be in public schools is that the very fact that they know

GRAPH IV

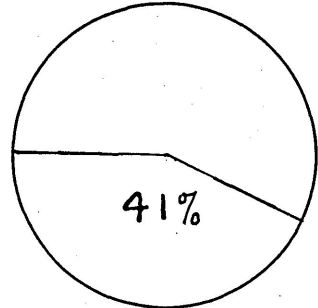
DETROIT INVESTIGATION OF 100 FORMER SPECIAL CLASS CHILDREN



BOYS

ONLY 65% WORKING

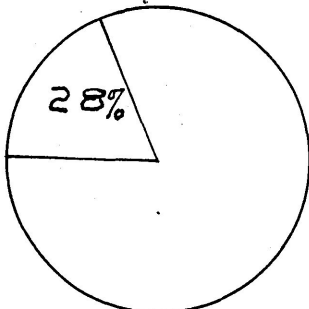
AVERAGE WAGE \$7.00 PER WEEK



GIRLS

ONLY 41% WORKING

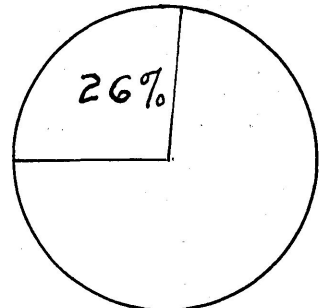
AVERAGE WAGE \$3.75 PER WEEK



BOYS

28% = NUMBER OF BOYS

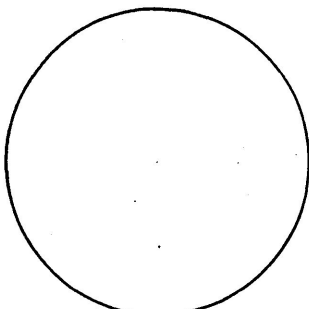
WITH JUVENILE COURT RECORDS



GIRLS

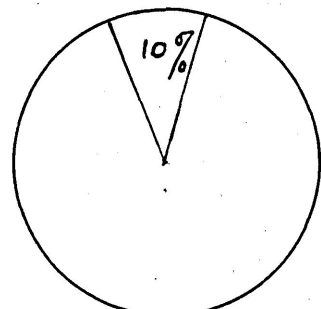
26% = NUMBER OF GIRLS

WITH JUVENILE COURT RECORD



BOYS

NO BOYS MARRIED



GIRLS

10% OF GIRLS MARRIED

they are in Moron classes makes them lose confidence in themselves. (15)

A special type of Moron children must be reached through the senses. These are the hand-minded children who cannot concentrate on abstract things. If all institutional cases could be eliminated from the public schools the border-line cases and these hand-minded children could be placed in special classes which would be called nothing worse than backward.

For comparison with this work done in the public schools for defective children, I have taken reports from five Boys' Industrial Schools, since it is into these last that a large per cent of defective graduates from the special classes eventually drift, via. the Juvenile Court route.

There are three general types of boy who make up the population of the reform school. First the boy who has gone wrong through bad home environment. He has no incentive for being good, he goes when, where and with whom he pleases; often he has the daily example of a drunken father or mother to assist him in not caring to stay at home. Always it is made easier for him to do the wrong thing rather than the right. One day he gets caught and follows, the reform school.

Then there is the hand-minded child. School is a bore to him. When at home, his parents, not understanding and thinking that school spells success for their boy, drive him to things that he hates. He plays "hooky", not once but regularly. There are many boys in the reform school with only "hooky" on the slate against them.

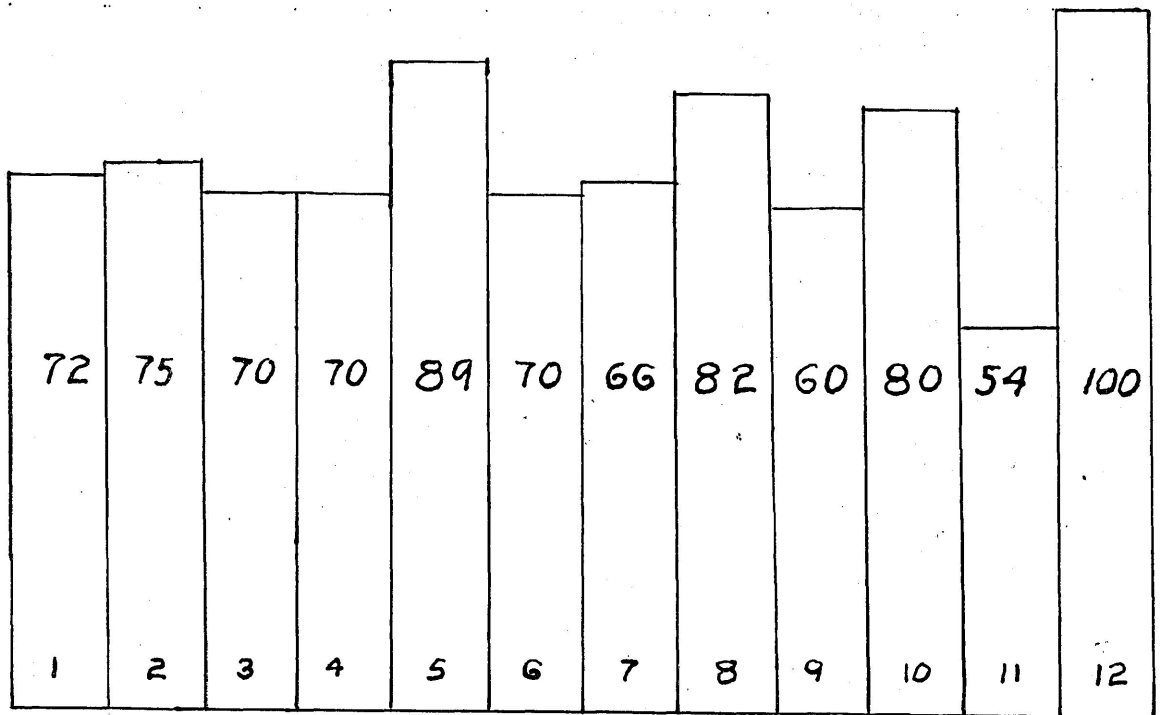
But the great mass of children in these institutions of reform are children for whom reform is useless. They are mental defectives. Following is a list of reform schools; some for girls, some for boys, with the per cent of feeble-minded, according to the Binet Simon tests:

St. Cloud, Minn. Reform School.....	54%
Bedford Reformatory, N. J.....	80%
Lancaster, Mass. (girls).....	60%
Lancaster, Mass. (50 paroled girls).....	82%
Newark, N. J. Juvenile Court.....	66%
Elmira Reformatory.....	70%
Geneva, Ill.....	89%
Ohio Boys' School.....	70%
Ohio Girls' School.....	70%
New Jersey State Home for Girls.....	75%
Glen Mills School, Penn. (girls).....	72%

(See Graph No. 5)

GRAPH V

PERCENT OF FEEBLE MINDED IN ELEVEN REFORM
SCHOOLS IN THE UNITED STATES



100% COLUMN IS THE STANDARD.

And the report from which these figures were taken said that where the best psychologists were and where the most care was taken in giving the tests there the higher the per cents were. (16)

In all of the cases of the Industrial schools which I have taken for this comparison, the main aim, it seems to me, has been to endeavor to fit the boy for some definite occupation which he might take up when his time at the school has expired. Other aims are to make him happy in the institution, if possible, to teach him how to lead a clean physical life and to give him high ideals. These last named aims are all worthy of commendation, but they are, of course, only incidental. The first aim is the one on which hinges the success of the boy keeping straight when he is returned to society. Work that he likes is his only salvation. But the trouble with these aims is that they apply only to the first two classes of boy that I named. For the defective child, only the aim of making him happy while in the institution, can ever be realized.

Two of the reform schools which I have taken are in New York; one at Elmira, one at Napanoch. The methods of the two are sufficiently different to warrant a separate review of each.

At Elmira, special training classes are organized for the incorrigible, thus not only giving them the special attention that they undoubtedly need, but also taking the great disturbing element out of the body of boys as a whole. (17)

This group of boys is divided into three classes; low, middle, and high, according to mental ability. Following is an outline of a day's work for them:

After "cleaning up work" is over, such as making beds, etc., there is one hour of school work, then one hour of institutional work, such as mending, shelling peas, etc., then one hour of manual training in elementary carpentry, then dinner. The afternoon is spent in the open air--athletic exercises, games, etc.--in a yard separate from the other grounds. Supper at five, bed at nine. School work consists of arithmetic, language, writing, geography, and government of the United States, all with very small classes so that each boy receives a great deal of individual attention.

For the regular routine inmates, all sorts of trades are taught, from the very beginning to graduate. A few of these are barber, tailor, carpenter, bricklayer, machinist, plumber, and moulder. The aim of teaching trades instead

of just manual training, is to enable the boys upon their release to go into a definite trade by which they can earn a living. Military training is given to all of the boys for its physical value.

In the Reformatory at Napanoch more time is spent on literary training than at Elmira. School is held five days a week, two afternoon sessions of one and one-half hours each, with recess between. No teacher has more than two classes a day, so that each has plenty of time to study his material and method. (18)

A unique feature of this institution is the emphasis placed on keeping the boys familiar with current events, complete news bulletins being published at the school daily.

The efficiency of the reform system in caring for these boys is to be doubted, when, according to the report from this institution, only 20 per cent of those paroled for even the second and third time, are able to maintain themselves and keep out of jail permanently. Something other than reform is needed for the other 80 per cent, who are not able to live according to the standards set by society.

In the Industrial School for Colored children, Washington, D. C., trades are taught, as in the New York schools, in an effort to fit the boys for earning a living when paroled. School work is given in the elementary branches just as in the regular schools. The manual training work given is made very practical, the boys doing all the repair work of the institution under the supervision of instructors. Athletics and play are emphasized. (19)

In the Indiana Boys' School, which is the State Reform school, 545 boys were enrolled in 1914. The results from Binet Simon tests, given to all of these boys, classed more than 70 per cent of them as feeble-minded. Special graded classes have been formed for both the mentally and pedagogically retarded, as well as two special classes for incorrigibles. These classes greatly improve the discipline of the institution. (20)

School is held the year round. All eight grades are taught, with graduations twice a year, and the work follows the regular state course of study so closely that graduates from the institution's eighth grade are admitted to any high school in the state. The small boys in the First, Second, Third, and Fourth grades attend school all day. All others attend half a day and work on the farm, or in some trade department, the other half. A variety of trades is taught--cabinetmaking, painting, shoemaking, barbering,

tailoring, telegraphy, and farming--all of which are made very practical.

Moving pictures are shown once a week for both the instruction and entertainment of the boys.

The cottage plan of housing is used, which makes institutional life more homelike than did the older method.

Like the rest, our Industrial School for Boys at Topeka, aims at reform--reform through instruction in clean living and preparation for a trade to be worked at when released.

Tailoring, printing, farming, and the usual trades an institution of this kind has means to carry on, are taught the boys. The very large boys are not required to attend school, but are placed entirely in the manual departments. The school work is supposed to cover the elementary grades. A good gymnasium is provided for the boys, and military tactics also are given for their physical benefit.

Mental tests of many kinds have been conducted at this institution from the Psychopathological Department of the University of Kansas, with the aim of keeping an up-to-date mental record of each boy who passes through the institution. The school does not have a psychological laboratory, but every care possible is taken that the results of the tests given be scientifically accurate.

So far, little mention has been made of any mental tests other than the Binet Simon. This does not mean that the Binet Simon scale is recognized everywhere as the best mental scale. Indeed, by many scientists it is not recognized as adequate at all in measuring mentality. Mental testing is as yet so much in its infancy that not only are there no universally recognized standardized tests for it, but scientists are not even agreed as to what functions of the individual should be tested to show mental capacity. The two great schools in which this difference of opinion throws researchers along this line, are first, that which bases its tests on the ability of the individual to solve concrete situations, and second, that which bases its tests mainly on linguistic facility.

The Healey-Fernald series of performance tests call mostly for practical judgment. Besides a graded series of frame tests, there are also the Puzzle Box test, the Instruction Box test, and a special test of Fernald's for

motor endurance.

Among many others who have worked out performance tests, single or in series, are DeSanctis, Wooley and Fischer, and Porteus. The DeSanctis test is a series of six progressively graded form tests. The Wooley and Fischer tests include physical tests, tapping, card sorting, and substitution tests, and the Puzzle Box. The Porteus tests are mazes in graded series, a test for each mental year up to thirteen.

Of the Language tests, the Binet Simon scale is not only the oldest graded series but it has also been the starting point for many similar tests arranged by later scientists. It consists of fourteen groups of tests, one for each year up to twelve inclusive, one for year fifteen and an adult group. Each of the groups contains five tests, which are supposed to be accomplishable by a normal child of that age. The year at which the subject passes all of tests is called his basal age. For every five tests passed above this year, another year is added to his mental age. Many revisions of the Binet Simon scale have been made, among the best being the Goddard Version, the Meumann Version, and the Stanford Version.

The Yerkes Point Scale is very like the Binet Simon Scale in content but not in form. Here, instead of tests being grouped by age, they are grouped progressively by similarity of function tested and are graded by points. In an effort to eliminate all environmental influence, a number of the Binet Simon tests, which seem to contain this element prominently, were omitted from the Yerkes Scale.

Of the many other intelligence tests, based on language function, I will mention just one to show difference in content from the Binet Simon and Yerkes scales. This is the Trabue Scale. It consists of a graded series of completion tests. It is a much shorter test than either the Binet Simon or Yerkes and is used for the most part on groups. Since it is difficult to bring out the best in individuals in group testing and since it covers but the one function, this series has not been thoroughly successfully.

Of the combination performance and linguistic tests, the Knox series which is used in testing the mentality of immigrants at Ellis Island, is one of the best known and most widely used. It consists mostly of form-boards, which are graded in difficulty. Among other Knox tests,

are the Cube test which shows the subject's ability to interpret movement, and several tests adapted from the Binet-Simon series.

All of these tests are good, and yet none so far has been worked out that can be regarded as an adequate, all-round mental test. Separately, we have tests for manual ability, for language ability, and for motivation and conduct. Before we can have a thorough test for mental ability, all three of these must be combined.

For a single series of tests capable of being used with a minimum of apparatus, Binet-Simon is one of the best, if not the best, test we have today. This statement is borne out by the fact that it is being increasingly used all over this country and abroad, not only in institutions for feeble-minded, but in schools, juvenile courts and all other institutions in which mental defectives might be found.

In his study of 2000 school children, measured by the Binet-Simon scale, Goddard presents the typical bell-shaped histogram, the average or normal individual occurring with greatest frequency, and at both ends of the curve are represented those above and below normal, the numbers falling away gradually. Based on Binet returns, he obtained the following four groups: Feeble-minded, 3 per cent; backward, 15 per cent; normal, 78 per cent; gifted, 4 per cent. (21) Goddard proves in experiments with Binet-Simon tests on feeble-minded children that defectives who have reached the fullest development possible, pass the same mental tests year after year. In these cases, familiarity with the tests does not improve the response. Out of 352 feeble-minded children tested by Goddard at Vineland, N. J., for three years in succession, 109 showed no variation, 232 a variation of not more than two-fifths of a year, while 22, who, in all probability, had not reached their full mental development, gained as much as one year in the three tests. Out of 464 public school children, tested by Goddard, approximately one-half showed normal progress or more in mental age. (22)

In the one thousand tests on which he based his Stanford Revision, Terman found practically the same intelligence quotient as did Goddard in his two thousand tests. Fifty per cent of the one thousand fall in the I. Q. between 93 and 108 (I. Q. for normal or average) grading off in almost exact proportion to the genius on the upper side and to the idiot on the lower side. Terman holds that for

every individual below normal there is one above normal.(23)

In an effort to further the investigation of the Binet Simon tests for their utility in detecting mental defect, especially defect of the higher type, we have made a detailed comparison of Binet Simon tests given to 166 grade school children in the Lawrence (Kansas) schools, and 144 boys of the Boys' Industrial School at Topeka, Kansas. The ages of the Lawrence children range from 8.5 years up to 13 years with only two above this age, one a white girl of 15, retarded on account of poor health, the other a 16 year old colored boy both feeble-minded and demented. The great mass of these children fall between ages of 9.5 and 11.5, since they are all between the third and sixth grades inclusive.

The Industrial boys, on the other hand, begin with age 12 and end with age 17, only five dropping below 12. The mode here is between 15 and 16 years of age.

All of these tests were given under the supervision of the University of Kansas, and the method used in all cases was as nearly uniform as possible. Every child was given the whole of both the Binet Simon and Yerkes series, the one thus acting as a check on the other. The results tabulated in per cents are as follows. Holding in mind the great difference in physical age of the two groups of children, even discounting a great deal for probable error, the results are startling. Before each test is placed in Roman numerals the physical age at which that test should be passed. The tests are classified according to type of mental function.

TABULATED RESULTS

Comparison of White Children of the Two Schools		
	Lawrence	Industrial School
	Per cent	Per cent
ANALYTIC JUDGMENT	passed	passed
Pictures		
III. Enumeration	.9	14
VII. Description	97.1	68
XV. Interpretation	2	18
Comparison of terms		
VIII.	99	94
Absurdities		
Passed none	4	24
Passed one or two	12	27
XI. Passed three or four	70	45
Passed all	14	4

TABULATED RESULTS

Comparison of White Children of the Two Schools		
	Lawrence	Industrial School
	Per cent	Per cent
ANALYTIC JUDGMENT (cont'd)	passed	passed
Definitions		
Concrete		
None	0	0
VI. Use	1	0
IX. Better than use	99	100
Abstract		
XII.	31	33
SYNTHETIC JUDGMENT		
Comprehends questions		
X. All	30	29
Plus minus	44	33
None	26	38
Analogy		
More than three	42	16
Three	33	20
Less than three	23	64
Writes sentence		
XI. Full credit	71	60
X. Half credit	28	7
No credit	.9	33
Reconstructs sentence		
XI.	38	19
AESTHETIC JUDGMENT		
Chooses prettier picture		
VI.	100	100
Observes omissions		
VII.	99	90
ASSOCIATION		
Free association		
None to 20 words	0	1
20 to 40 words	1	16
40 to 60 words	32	33
XI. 60 to 80 words	49	38
80 to 100 words	15	10
More than 100 words	4	2

Reversed association		
VIII. Counts backward	84	88
MEMORY		
Digits		
XII. Seven digits	10	14
VIII. Five digits	86	72
Less than five digits	4	14
Ideas		
XII. Twenty-six syllables	18	25
V. Ten syllables	82	75
Drawing test		
X. Reproduce design from mem'y	54	40
MOTOR		
Compares weights		
V.	99	100
Arranges weights		
IX. Full credit	98	68
Half credit	2	15
No credit	0	17
Draws from copy		
VII. Diamond	99	95
V. Square	0	5
No credit	1	0
Draws from memory		
X. Reproduce designs from Mem'y	54	40
MOTIVATION AND CONDUCT		
Resists suggestion		
Resists all	1	20
XII. Resists two	2	10
Resists one	2	13
Resists none	95	57

Comparison of Colored Children of the Two Schools

	Lawrence	Industrial School
	Per cent passed	Per cent passed
ANALYTIC JUDGMENT		
Pictures		
III. Enumeration	0	20
VII. Description	93	61
XV. Interpretation	6	17

Comparison of Colored Children of the Two Schools

	Lawrence	Industrial School
	Per cent passed	Per cent passed
ANALYTIC JUDGMENT (cont'd)		
Comparison of terms		
VIII.	100	79
Absurdities		
Passed none	20	40
Passed one or two	6	25
XI. Passed three or four	62	30
Passed all	12	5
Definitions		
Concrete		
None	0	0
VI. Use	45	75
IX. Better than use	55	25
Abstract		
XII.	25	20
SYNTHETIC JUDGMENT		
Comprehends questions		
X. All	31	23
Plus minus	37	20
None	32	57
Analogy		
More than three	31	12
Three	56	15
Less than three	13	73
Writes sentence		
XI. Full credit	68	35
X. Half credit	32	33
No credit	0	32
Reconstructs sentence		
XI.	50	7
AESTHETIC JUDGMENT		
Chooses prettier picture		
VI.	100	100
Observes omissions		
VII.	100	95
ASSOCIATION		
Free association		

Comparison of Colored Children of the Two Schools

	Lawrence	Industrial School
	Per cent passed	Per cent passed
Free association (cont'd)		
None to 20 words	0	2
20 to 40 words	12	15
40 to 60 words	31	38
XI. 60 to 80 words	50	23
80 to 100 words	7	17
More than 100 words	0	5
Reversed association		
VIII. Counts backward	88	74
MEMORY		
Digits		
XII. Seven digits	25	5
VIII. Five digits	69	65
Less than five digits	6	30
Ideas		
XII. Twenty-six syllables	6	28
V. Ten syllables	94	72
Drawing test		
X. Reproduce design from M'y	50	35
MOTOR		
Compares weights		
V.	100	100
Arranges weights		
IX. Full credit	94	66
Half credit	6	25
No credit	0	9
Draws from copy		
VII. Diamond	100	95
V. Square	0	5
No credit	0	0
Draws from memory		
X. Reproduces design, mem'y	50	35
MOTIVATION AND CONDUCT		
Resists suggestion		
Resists all	0	15
XII. Resists two	12	5
Resists one	0	12
Resists none	88	68

Thus we see that although in the test of interpreting pictures, more than half of the Industrial white boys should have passed it, only 18 per cent actually did pass it.

In the memory tests although practically all of the boys were above age twelve, only fourteen per cent passed the digit test and twenty-five per cent, the ideation test, both twelve year tests. Nearly half of them, however, passed the memory drawing test, which would indicate that things to be done with the hands are easier for them than pure mental work.

Both in synthetic and analytic judgment and in the ability to resist suggestion, they fail. Aesthetic judgment and reversed association tests are passed almost as well as the Lawrence white children do them. Where the higher grade motor tests should have been passed completely, the Industrial whites passed them a little better than half.

In analytic judgment the colored boys passed only slightly lower than the white boys, except in the concrete definition test. Here the colored children fell below the whites.

The same general results obtained in synthetic judgment between colored and white with the exception of the reconstructed sentence test in which the Lawrence colored children were ten per cent better than the Lawrence white children and more than forty per cent better than the Industrial colored boys.

In aesthetic judgment, reversed association and comparison of weights, blacks and whites were practically the same. These tests, however, belong in such early age groups that the comparison is not valuable.

In free association the ratio of blacks to whites in the two groups was almost the same, but with the whites of both groups again in the advance.

In the digit memory test the Lawrence blacks excelled over Lawrence whites with the reverse true of the Industrial boys. In the remainder of the memory tests and in the motor tests, the difference between colored and white children was not great.

In motivation and conduct tests the Industrial boys passed higher tests than the Lawrence children, but not with nearly as great a margin as they should, considering their age.

The correlation between the mental and physical ages of both the Industrial school children and the Lawrence children is as follows:

White, Lawrence,	40
White, Industrial,	27
Colored, Lawrence,	29
Colored, Industrial,	21.

The great difference in the correlations of the white children of the two groups shows plainly that there must be a great difference in their mental ability, and while the difference is not so marked with the colored children, still it is large enough for consideration.

Two broad, outstanding facts, then, are to be had from the study of this material; first, that the public school cannot handle the problem of defective children; second, that the reform school cannot reform boys and girls who get into trouble because of mental and moral inability to cope with the problems of society. The public school should develop to the very best of its resources, a clearing-house wherein the mentally defective can be definitely picked out from the merely backward, for permanent segregation. The Cleveland theory of each community having its own segregated school, in which defective children might live close to their homes and people and yet be safe guarded from the inevitable harm they would do themselves and society, if at large, is to my mind excellent. This plan also throws the burden of the expense of caring for these children on their own community, where it belongs.

With these children out of the public school, all of the often wasted energy and expense now expended on them could be placed with much greater hope of success on those children, who, for physical or environmental handicap, have fallen pedagogically behind the normal children.

As to the reform school, its ranks are for the most part filled from this class of defective school children, who when out of school usually fall prey to the thousands of temptations which are often difficult for the normal child to resist, and practically impossible of resistance by these children of lesser will and judgment.

With this large percentage of feeble-minded (between 70 and 80 per cent) removed from the reform school, and extra attention given in the schools and juvenile courts to the training and care of the environmentally handicapped, the

reform school would soon be depopulated, and the 30 per cent who may be assumed to be normal under the coming system of juvenile court parole, would have a much larger opportunity to become useful citizens than they now do, being associated daily on the par with defectives.

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